

DRAFT July 17, 2000

**Concord Public Schools
Concord-Carlisle Regional School District
System-Wide Mission and Goals
For
2000 - 2001**

Mission Statement

The mission of the Concord Public Schools and the Concord-Carlisle Regional School District, as partners with our families and communities, is

to maximize each student's opportunities for intellectual and personal development, so as to perform effectively in and become productive citizens of a rapidly changing world,

by providing a rigorous and varied educational experience as measured against best educational practices, guided by highly competent and caring staff in a supportive and safe environment consistent with the communities' historic commitment to social consciousness, mutual respect, intellectualism, and public education.

The mission statement and the system-wide goals are predicated on the assumption that the communities served will provide appropriate facilities and the human and material resources necessary to accomplish these goals and realize the mission.

Goals

1. Continue the review of all existing curricula, revise local standards, and bring the content and order of instruction into greater alignment with the Massachusetts Curriculum Frameworks.

Supporting Objectives:

- 1-a Produce a document that aligns the current K-12 curriculum to the districts' Mission Statement and Strategic Objectives and to the State Frameworks (overarching vision)

2. Create, eliminate or revise curricula, which will enable all students to achieve local standards.

Supporting Objectives:

- 2-a Assess the effectiveness of the following limited pilots and research and development efforts.

Kindergarten	Science: Physical Science
Grade 1	ELA: Reading Recovery

2-b Assess the effectiveness of the following full pilots:

Grade 1	Science: STC Weather Unit
Grade 2	Science: Rocks Unit
Grade 2	Social Studies: Native Americans
Grade 7	Ancient Civilizations
Grade 3	Science: Look Up!
Grade 4	Science: Always Changing Weather Unit
Grade 4	Keyboarding
Grade 10	Youth Technology Entrepreneurs
Grades 9-12	Virtual High School
Grades 10-11	Mandarin Chinese Language
Grade 12	AP Biology

Middle School

2-c Continue to instruct students on answering open-response and open-ended questions across all disciplines.

2-d Examine program offerings to determine the best allocation of resources to help students maximize their learning.

High School

2-e Expand the applied technology curricula to better align with the State's framework for Science & Technology.

2-f Explore the desirability and feasibility of heterogeneous grouping in the Freshman English Program.

2-g Continue to develop and implement integrated school-to-career program opportunities

3. Develop a comprehensive plan for the analysis of the results of the Massachusetts Curriculum Assessment System (MCAS) to support students who are under-performing as determined by these assessments.

Supporting Objectives:

3-a Analyze, interpret and share scores.

3-b Plan programs and services to address student outcomes, the alignment of local curricula with State standards and professional development needs.

3-c Plan and implement remediation strategies.

4. Identify and implement instructional strategies and assessments that are consistent with the systems' mission, the research on effective practice, the Massachusetts Curriculum Frameworks, and local learning standards.

Supporting Objectives:

- 4-a Explore looping and multi-age grouping in the elementary schools.
- 4-b Provide training in reading at the elementary level.
- 4-c Implement practices that will lead to all children reading at or above grade level by the end of grade 3.

5. Restructure or create programs and services to provide specialized attention to help students maximize their potential and surmount obstacles to their achievement.

Supporting Objectives:

- 5-a Continue to explore alternative models for special education programs and services pre-kindergarten to grade 12.
- 5-b Continue to review and implement recommendations of the K-5 Special Education report.
- 5-c Explore program options for full-day kindergarten.
- 5-d Study how we can build enrichment opportunities into curriculum and plan for how this will be accomplished.
- 5-e Develop plans in concert with private and collaborative programs to assess early childhood service delivery.
- 5-f Implement programs and supporting structures at CCHS to maximize the progress of under-achieving students.
- 5-g Develop, implement, or revise programs designed to address social and emotional issues at the K-8 school level.

6. Incorporate the full range of available technologies to provide richer and more stimulating learning environments and as a way to improve the effectiveness of our schools.

Supporting Objectives:

- 6-a Continue to promote the integration of technology in teaching and learning activities.
- 6-b Work towards the adoption and implementation of district technology standards for students.
- 6-c Expand the capacity for the school system to manage its technology resources.

7. Create, review and revise mechanisms that encourage greater and more efficient partnerships between school and home, and between school and community.

Supporting Objectives:

- 7-a Establish a formal effort to increase substantially, over the next five years, the amount and breadth of non-traditional funding to support the Concord and Concord-Carlisle school systems.
- 7-b Increase trust and credibility between our citizens and the Concord and Concord-Carlisle schools.
- 7-c Present information to various school/community groups related to district goals.
- 7-d Update and maintain the web pages for CPS and CCRSD.

Supporting Objectives: Community Education

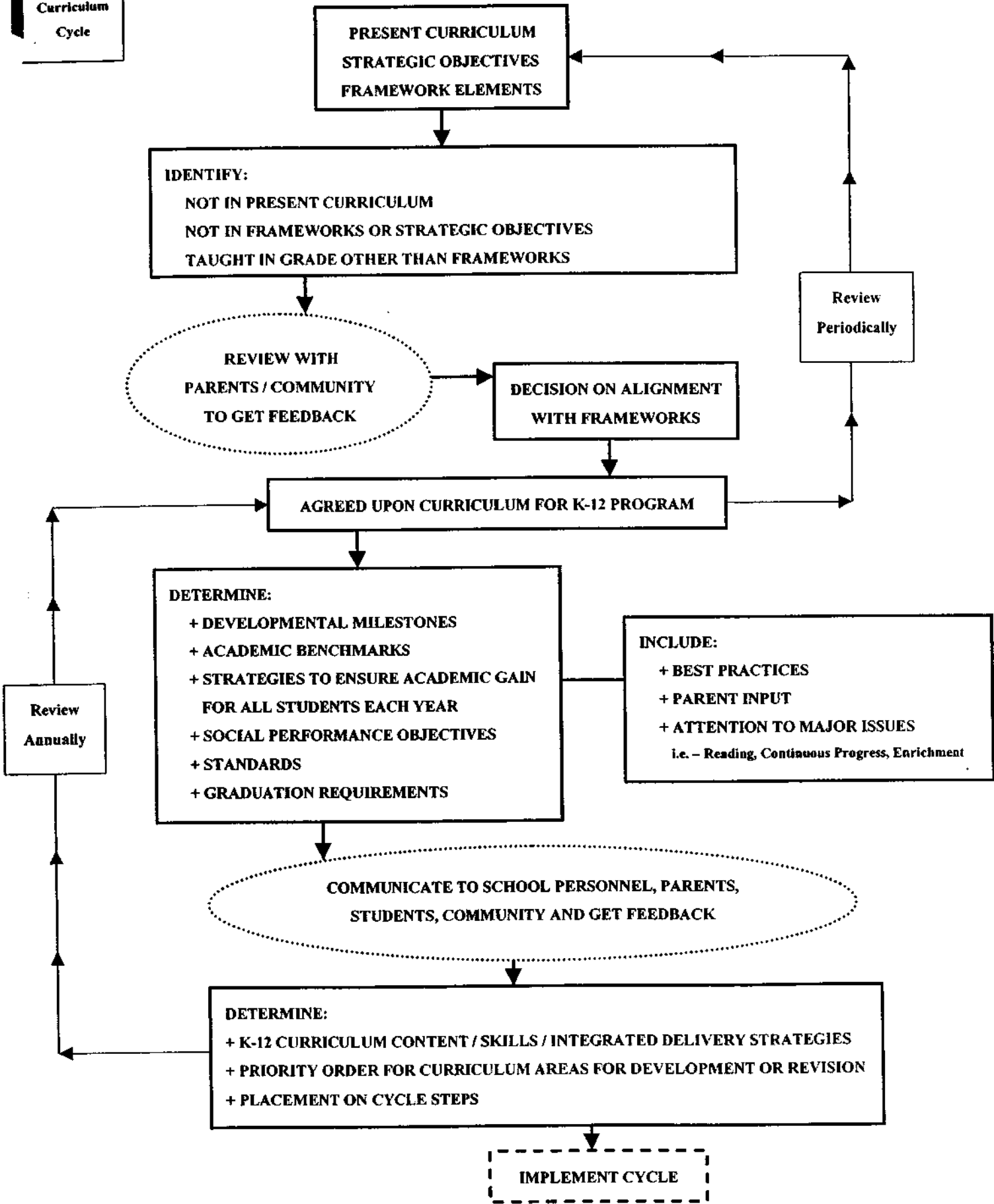
- 7-e Provide extended-day opportunities for lifelong learning in schools and through interagency collaboration.
- 7-f Plan and implement a summer school and expanded summer enrichment program.

8. Present to the town for a vote at Town Meeting the next stage of the CPS building plan and the CCHS space utilization study.

Supporting Objectives:

- 8-a Work through the Town Building Committee and school-based committees to develop the plans for each proposed building.
- 8-b Provide the community with the data needed to make an informed decision.

Develop Curriculum Cycle



CONCORD PUBLIC SCHOOLS
CONCORD-CARLISLE REGIONAL SCHOOL DISTRICT

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September 14, 2000

Dear Member of the Strategic Planning Committee and/or Action Team Member:

As promised, I am writing to update you on the status of our strategic planning process. After the presentation of the Teams on May 4, the Committee met on two subsequent evenings to rank the importance of the action plans and propose an order of implementation.

This information, attached, was presented to the school committees in July and August and, where appropriate, incorporated into the system-wide goals for 2000-2001. The incorporation of the plans into the system-wide goals is a significant step since this is the document which guides the districts in matters pertaining to new initiatives and professional development. In other words, everything—educational and administrative—that happens in this district must be aligned with these goals. I hope you feel the pride of accomplishment in seeing the tangible results of such an important task.

At this point, I am seeking volunteers from the Strategic Planning Committee, Action Teams and the community-at-large to serve on the following subcommittees:

- A) Ensure effective coordination with other school-based and town-wide fundraising and school support groups (e.g., the Ed Fund, PTGs, Boosters).
- B) Develop and begin to implement a detailed five-year plan for securing private, foundation-based, and corporate support for CPS and CCHS; include in this plan recommendations for endowment building.
- C) Develop a proposal for Payment in Lieu of Taxes (PILOT) program to take to the Board of Selectmen for its consideration, to ask for recovery of costs of educating students residing on tax-exempt academic institutions throughout the Town.
- D) Employ standard and commonly known input and output metrics for purposes of comparing efficiency and effectiveness of the school districts and compare with comparable school systems.

Please call Sharon Powers at 978-318-1510 x137 by Friday, October 13, 2000, if you would like to serve on one of these subcommittees or would like to nominate a member of the community or staff.

Sincerely yours,

Edward P. Mavragis
Superintendent

STRATEGIC PLANNING
1999-2000
ORDER OF IMPLEMENTATION
OF ACTION PLANS

	YEAR 1 2000 - 2001	YEAR 2 2001 - 2002	YEAR 3 2002 - 2003	YEAR 4 2003 - 2004
1	1-1 Produce a document that aligns the current K-12 curriculum to the District's Mission Statement and Strategic Objectives and to the State Frameworks (overarching vision)	1-2 Specify what students should know and be able to do K-12 in light of the District's mission Statement and Strategic Objectives and the State Frameworks and 1-3 Determine the curriculum priorities in light of what students should know and be able to do.	1-4 Develop and implement a cycle for on-going evaluation and revision of curriculum.	
2		2-New Review the use of time as a resource.		
3		3-Combination - School-Community Leadership team - examine value of questionnaire, newsletter, articles, and other forms of communication.		
4	4-1 Establish a formal effort to increase substantially, over the next five years, the amount and breadth of non-traditional funding to support the Concord school systems. and 4-3 Increase trust and credibility between Concord citizens and Concord schools.	4-2 Change and/or expand traditional sources of funding.		
5			5-4 Assess needs, then develop a procedure to compile potential resources and talents available in the community that are not currently utilized and that are consistent with the school goals. (Use PTGs and coordinate with staff.)	

ACTION PLAN

STRATEGY NUMBER: 1

PLAN NUMBER: 1

DATE: 5/4/00

STRATEGY: Develop and implement a process to determine priorities in the curriculum, revise curriculum according to best practices, and maximize student success.

SPECIFIC RESULT: Produce a document that aligns the current K-12 curriculum to the District's Mission Statement and Strategic Objectives and to the State Frameworks.

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Identify and chart common elements.	K-12 Curriculum Committees	Sept. 2000	May 2001	
2.	Identify and chart the strategic objective and framework elements not currently in the curriculum.	"	"	"	
3.	Identify and chart those aspects of the current curriculum that do not correspond to Strategic Objectives and State Frameworks.	"	"	"	
4.	Identify and chart those areas of the curriculum being taught in a grade other than the one identified in the State Frameworks.	"	"	"	
5.	Make preparations to implement the action steps for Action Plan 2.	Assistant Supt. with K-12 Curriculum Committees	May 2001	June 2001	

ACTION PLAN

STRATEGY NUMBER: 4

PLAN NUMBER: 1

DATE: April 20, 2000

STRATEGY

Seek traditional and non-traditional sources of funding to obtain the finances necessary to provide stability and meet our expanding needs.

SPECIFIC RESULT

Establish a formal effort to increase substantially, over the next five years, the amount and breadth of non-traditional funding to support the Concord school systems.

BACKGROUND

After reviewing a variety of public school fundraising activities, including those in Concord, the Funding Action Team believes there is an opportunity to raise a significant amount of money to support the schools in their pursuit of excellence. The Team understands that approximately \$200,000 is raised annually outside the property tax base from sources including Boosters, PTG's, the Concord Education Fund and more. Doubling the amount of private money raised, over the next four years, through both new and existing fundraising efforts, is an achievable goal and should be considered as a target for this effort.

Therefore, the Funding Action Team recommends the establishment of an appointed Institutional Advancement Committee to establish a private fundraising effort. Charge this committee with the Action Steps outlined below:

#	ACTION STEPS PLAN 1	Assigned to:	Starting Date:	Due Date:	Complete Date:
1	Recommend and establish district-wide criteria for acceptance and rejection of charitable gifts.	Administration			
2	Recommend and establish district-wide standards for appropriate uses of charitable funds.	Administration			

#	ACTION STEPS PLAN 1	Assigned to:	Starting Date:	Due Date:	Complete Date:
3	Recommend and establish district-wide policies that address equitable distribution of funds across school programs.	Administration			
4	Ensure effective coordination with other school-based and town-wide fundraising and school support groups (e.g., the Ed Fund, PTGs, Boosters).	Administration & PTG, CEF, CCCC, ACE			
5	Engage, in a more formal and active manner, CPS and CCHS alumni in fundraising and giving to the school system.	FOR 2001-2002			
6	Develop and begin to implement a detailed five-year plan for securing private, foundation-based, and corporate support for CPS and CCHS; include in this plan recommendations for endowment building.	Administration & PTG, CEF, CCCC, ACE			
7	Develop a proposal for Payment in Lieu of Taxes (PILOT) program to take to the Board of Selectmen for its consideration, to ask for recovery of costs of educating students residing on tax exempt academic institutions throughout the Town.	Administration & Town of Concord			

ACTION PLAN

STRATEGY NUMBER: 4

PLAN NUMBER: 1

DATE: April 20, 2000

STRATEGY

Seek traditional and non-traditional sources of funding to obtain the finances necessary to provide stability and meet our expanding needs.

SPECIFIC RESULT

Establish a formal effort to increase substantially, over the next five years, the amount and breadth of non-traditional funding to support the Concord public school system.

BENEFITS	COSTS
<p><i>Tangible:</i></p> <ul style="list-style-type: none">• Infusion of additional and new funding.• Clarification of policies regarding charitable giving.• Make effective decisions regarding appropriateness of both fundraising efforts and spending of the funds raised.• Fund specific programs and initiatives that will improve the performance of students and teachers in the Concord school systems. <p><i>Intangible:</i></p> <ul style="list-style-type: none">• Increase community involvement in the schools.• Retain and strengthen ties with alumni of the school systems.	<p><i>Tangible:</i></p> <ul style="list-style-type: none">• Volunteer time.• Unless this result is achieved with care, there may be a loss of autonomy on the part of existing fundraising groups. <p><i>Intangible:</i></p>

ACTION PLAN

STRATEGY NUMBER: 4

PLAN NUMBER: 2

DATE: April 20, 2000

STRATEGY

Seek traditional and non-traditional sources of funding to obtain the finances necessary to provide stability and meet our expanding needs.

SPECIFIC RESULT

Change and/or expand traditional sources of funding

BACKGROUND

The reliance on property tax to fund schools provides an inherent conflict between those who want more funding for schools and those who want to pay lower tax bills. While the townspeople can levy higher taxes for education, this may be a hardship to some and becomes less reliable in less prosperous economic times.

#	ACTION STEPS PLAN 2	Assigned to:	Starting Date:	Due Date:	Complete Date:
1	Investigate policies that would allow a shift in reliance from local property tax to other forms of tax-based revenue including but not limited to excise tax income tax transfer tax PILOT				
2	Increase state funding for Concord's special education program.				
2a	Work with elected state representatives to encourage increased state aid for special education programs.				
2b	Pursue legal mechanisms to increase state funding for state mandated programs, up to and including filing a lawsuit in conjunction with other towns.				
3	Pursue increased state funding consistent with the suburban Superintendents' request to increase revenue available for the schools to support the cost of the METCO program.				

#	ACTION STEPS PLAN 2	Assigned to:	Starting Date:	Due Date:	Complete Date:
4	Develop voluntary programs to provide local relief of the tax burden on some Concord residents.				
4a	Research the legal requirements to establish a new Town trust fund, or expand an existing Town trust fund, to provide property tax relief.				
4b	Develop criteria for eligibility and a mechanism for distribution for payments for property tax relief from a new or existing trust fund.				
4c	Develop a fund-raising plan to obtain contributions to a new or existing trust fund, both on an initial and a ongoing basis.				

ACTION PLAN

STRATEGY NUMBER: 4

PLAN NUMBER: 2

DATE: April 20, 2000

STRATEGY

Seek traditional and non-traditional sources of funding to obtain the finances necessary to provide stability and meet our expanding needs.

SPECIFIC RESULT

Change and/or expand traditional sources of funding

BENEFITS	COSTS
<p>Tangible:</p> <ul style="list-style-type: none">• Increased state aid for education.• Reduced reliance upon property tax.• Increased educational funding and expanded funding sources will require less upward pressure on property taxes.• Provisions for tax assistance. <p>Intangible:</p> <ul style="list-style-type: none">• Provisions for tax assistance.	<p>Tangible:</p> <ul style="list-style-type: none">• Staff and volunteer time.• Legal costs. <p>Intangible:</p>

ACTION PLAN

STRATEGY NUMBER: 4

PLAN NUMBER: 3

DATE: April 20, 2000

STRATEGY

Seek traditional and non-traditional sources of funding to obtain the finances necessary to provide stability and meet our expanding needs.

SPECIFIC RESULT

Increase trust and credibility between Concord-Carlisle citizens and Concord-Carlisle schools.

BACKGROUND

While issues of trust, accountability, and communication may at first seem out of place within the Funding strategy committee, they are perhaps the most critical ingredients to long term stable funding for the school systems.

As the Town is currently up against its levy limit, continued increases in annual school budgets may require overrides. The Team anticipates that the need for overrides will result in greater public interest and scrutiny, and a need for clearer connections between educational costs and benefits.

Many positive steps can be taken to increase school funding; however, even aggressive estimates would not assume more than one or two percent of the school's funding needs coming from non-traditional sources. At the same time, non-traditional funding sources tend to be unstable and unpredictable, and thus do not lend themselves to supporting core operating budgets. Therefore, the vast majority of funding for our public schools will continue to come from public monies.

The citizens of the Town, both directly and through their elected officials, choose to fund the schools' budgets. If they understand the needs of the schools, see that their tax dollars are used wisely, see our students continue their outstanding performance, and continue to benefit from property values, the citizens will be more willing to agree to support the schools' budget.

The schools can claim excellent educational achievements and the citizens of the town should recognize and take pride in the quality of education our students currently receive.

- Seniors graduating from Concord/Carlisle High School scored 15% higher than the state average on the SAT Test and 15% higher than they did ten years ago. These scores ranked 5th highest among the surrounding communities, despite participation by 99% of the students.
- 92% of the students taking Advanced Placement exams achieved scores of 3 or better, indicating college level performance.

- 95.3% of seniors proceed to college, over 90% into 4-year college programs.
- 10th graders ranked 8th in the state on the MCAS tests (based on average scaled score).
- 8th graders ranked 8th in the state on the MCAS tests (based on average scaled score).
- 4th graders ranked 22nd in the state on the MCAS tests (based on average scaled score).
- Each of these MCAS results was within the top 10% in the state.
- 48% of all graduates will be attending schools ranked as the most competitive or highly competitive according to Barron's Profiles of American Colleges.

At the same time, our school districts are expensive, the breadth of offerings the schools provide has been shrinking, comparing unfavorably in some areas with comparable communities.

- The school district spends an average of \$9,123 per student (K-12). This is 37% higher than the state average of \$6,636 and ranks Concord-Carlisle 3rd most expensive among the surrounding 18 communities.
- The Concord Public schools are 23% higher and the CCRHS is 53% higher than the state average on a costs per pupil basis excluding special education.
- Special education enrollments are 31% lower than the state average (11.9% of the students versus the state average of 16.6%) so while these costs are high on a per pupil basis when compared with special education in other districts (+57%), total special education costs alone are not driving our overall per pupil costs averages relative to the state.
- Concord spends 10% more per pupil than does Carlisle, 16% more than Lexington or Wellesley, 23% more than Sudbury, and 34% more than Acton does.
- Concord teachers are paid an average of 5.8% more than teachers are in Lexington, 5.6% more than Sudbury, 1.6% higher than Wellesley, 3.2% higher than Weston, 10.1% higher than Bedford, and 1.6% less than Wayland, after controlling for experience and education.

The foregoing data might suggest a gap between resources invested in public education ("inputs") and educational achievements ("outputs"). Failure to acknowledge and address a perceived input-output gap may erode public confidence and may lead to a failure to bridge the trust gap. Lack of public confidence with respect to how tax dollars are spent impedes support for the budgets. Confidence can be built with an open flow of information and with two-way communication between schools and citizens. Specifically, there should be expanded dialogue on what the budget needs are in the future, what events or actions could change these needs, and what tradeoffs will be necessary if budget requests are denied and overrides fail.

#	ACTION STEPS PLAN 3	Assigned to:	Starting Date:	Due Date:	Complete Date:
1	Construct a five-year budget model as a means of both informing the citizens of the town and developing effective management tradeoffs and accountability.	Administration			
1a	Establish long term goals for program development, curriculum advancement, staffing and building renovations/construction.	Administration			
1b	Articulate funding requirements related to each goal area.	Administration			
1c	Identify potential funding sources related to each area.	Administration			
1d	Articulate outcome measurements, both quantitative and qualitative as appropriate, and the reporting requirements related to each area.	Administration & Community, CTA, CCTA			
2	Improve and enhance evaluation of the effectiveness of schools.	Administration & Community, CTA, CCTA			
2a	<p>Employ standard and commonly known input and output metrics for purposes of comparing efficiency and effectiveness of the school districts and compare with comparable school systems.</p> <p>Input measures might include:</p> <ul style="list-style-type: none"> • Per-pupil costs • Class size • Student to teacher ratio • Salaries • Faculty & staff workloads <p>Output measures might include:</p> <ul style="list-style-type: none"> • % students grad • % students reading at grade level • MCAS test results • SAT results • % student involved in extra-curricular activities 	Administration & Community, CTA, CCTA			

3	Provide easily understood information to the public.				
3a	Define school population: <ul style="list-style-type: none"> • School population (CPS 2057, CCHS 995) • Grade level counts • Town Residents (85% of school-age children in our town attend public school, including 15 children of private school faculty members) • Non-resident school faculty's children (total 22, 13 at CPS, 9 at CCHS) • -Exchange students (high school) • -METCO students (188) CPS - <u>100</u> CCHS - <u>88</u> • -CASE Collaborative 	Administration			
3b	Detail union contracts in clear concise format including pay scales, benefits, etc. for distribution to public.	Administration			
3c	Compare and contrast program offerings for students in Concord and comparable school systems; identify what is paid for traditionally, by fees, and/or by other funding sources.	Administration			
3d	Educate citizens about the Town Meeting process, particularly as it relates to the School budget and wording of a ballot question in an override situation.	Administration			
4	Expand and improve two way communication mechanisms among school and community members including communication between administration, School Committee and staff.	Postpone to 2001-2002			
4a	Establish volunteer committee comprised of community representatives to monitor and evaluate the effectiveness of long term efforts and results of school-community communications.	Postpone to 2001-2002			
4b	The volunteer committee shall be responsible for an independent survey that seeks input about public perceptions and opinions regarding the public schools, leading to a new level of public dialogue.	Postpone to 2001-2002			